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# ••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand  
and Other Commercial Subjects

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## Psychology in Shorthand Teaching

By A. H. Barlow, Inter. B. Sc., A. F. T. Com.

*Address given at the Annual Conference of the Metropolitan Gregg Shorthand Association, London, England, August, 1922*

I FEEL a certain amount of perturbation about addressing such a learned gathering as this, and any defects in my remarks you must lay at Mr. Bowle's door, I think, because I only discovered for the first time two days ago that I had to say anything, and that was when the program was in print and was sent to me with a little cross against my name.

First of all, I want to say that possibly I am one of the oldest of Mr. Gregg's disciples and, later, apostles, having begun to study his system in November, 1892. Of course, it was a different thing then from what it is now; but even in its then more or less crude condition we got so enthusiastic, several of us together,

that we got through the system in about six weeks.

I am down on the program to make some remarks about "Psychology in Shorthand Teaching." Of course, psychology is no more important in shorthand teaching than in any other teaching. A knowledge of psychology is at the basis of *all* good teaching. You must understand the mind—the workings of the mind—your own mind as well as the minds of your pupils; and if you don't you will go to work the wrong way. You may get results, but you don't get such good results as you would if you worked the engine the right way, as it were. You have to know, for instance, that unless your student

gets good impressions he or she cannot give good expressions; and their impressions must be right ones.

I noticed that Mr. Blackwell said, "If you must put the wrong outline on the board, rub it out soon. Don't let it stop." Paul, you know, was a psychologist; he said "Whatever things are good and beautiful, think on those things." If

wrong ideas are impressed on your students, they will express wrong ideas. Therefore, impressions must be right ones, and if they are to be recalled, they must be vivid or deep. A shallow impression doesn't remain on the mind, and it cannot easily be recalled. A deep impression remains, and it can be recalled. In order to get a deep impression you have either to give a vivid first impression, or to give a repetition of small impressions. It is just like the rabbits running across the field—eventually they wear a path. But that is rather a slow method. If you can give a vivid impression at first, it will be deep, and will save time.

Mr. Gregg pointed out how a child loves to be active. You have to

**Induce  
Right Ex-  
pression by  
Analysis**

interest that child, or that student, so that his activity will be stimulated, and not depressed. In order to do that, you must give him something to do—not merely tell him something. Let him use his own thought. One of the best ways, I find, of doing that is to get a child to analyze what is put before him. It is just the same in other walks of life—and in other teaching. In teaching ordinary handwriting, I should not give a copperplate example on the

blackboard and say, "Now that is the way it ought to be done; copy that." I write a word on the blackboard, and try to write it well. Then I say to the child, "Do you like that?" "Yes." "Why? What is there nice about it?" "Well, you've got all these lines (downstrokes) running the same way." "Good; what else?" "Well, you've made the width of that the same as that—the spacing is all regular." And so on. There are certain points that those students analyze, and in doing that they impress on their minds those very points; and having got such an impression, naturally they express themselves similarly. There you have got an easy way of getting good results.

That is merely one illustration of applying psychology to teaching.

It is exactly the same in teaching **Teach by Demonstration and Analysis** Gregg Shorthand. You make a beautiful outline—say, the word *plant*. You ask, "What is there beautiful about that?" They say, "The flow of it," and they get the right impression. Don't show them how it ought *not* to be done, if you can possibly avoid it; because even if those impressions of wrong outlines are few and far between, they do make impressions, and if you can avoid such impressions so much the better.

Having analyzed the beauty of the forms, then analyze the construction. Personally, I don't believe in telling a student the text of the new lesson. I don't say, *t* detached before a word stands for *trans*. I write outlines on the board and say, this word is *transfer*; this one is *transplant*; this one is something else; what have you learned from that? They immediately say that the disjointed

stroke is *trans*. That makes a more vivid impression on the mind of the student than telling him that the "trans" prefix is *t* disjoined. It gets him to observe.

You may apply the same ideas to science teaching. I have heard

science teachers say,  
**Psychological** I am going to put this  
**Method** with that, and you  
 will notice that a  
 certain vapor will arise, which will  
 do this, that, and the other. That  
 is not a good psychological way of  
 teaching science. "Watch me; tell  
 me what you see. . . . Ah, there  
 was something else you didn't see;  
 what have you missed?" After a  
 while, they learn to *see* when they  
 look. We all look, but we don't  
 always see. It is astonishing how little  
 we do see; it is astonishing how little  
 we know of the pictures on our own  
 walls. If we were asked to sketch,  
 or to draw, the general idea of one of  
 them, we should have to go and have  
 a look at it, although we may have  
 seen it a thousand times. It is the  
 same with this. If you apply the  
 methods I am suggesting, the student  
 is taught to see without being told  
*what* to see; it is not good psychology  
 to tell the student what to see.

Well, they analyze the construction  
 in that way; and they get such a  
 vivid impression of the construction  
 that naturally it is in their mind as a  
 complete image. They have to  
 reproduce the image of an outline,  
 and they have also to construct new  
 images with the elements of the old.  
 That is "constructive imagination."  
 And they cannot do that unless the  
 impression at first is vivid.

I have suggested, without putting  
 it in the form of a maxim, that  
 analysis is better than synthesis; or,  
 rather, should precede synthesis. To

give a finished article, find the ele-  
 ments, and then build up similar  
 ones, is better, I think, than to give  
 elements and say,

**Analysis**

**First—Then** show you how to make,

**Synthesis**

say, a very pretty doll's  
 house." Show the  
 house; pull it to pieces; build it up;  
 then build another one. The students  
 will get interested in the work. There  
 is something to aim at. Analysis be-  
 fore synthesis, as a rule.

In all other teaching it is the same.  
 In language teaching, we used to  
 be given elements—a word and  
 another word—and then told to put  
 them together. Nowadays we know  
 that is not good language teaching.  
 We start to teach the student a whole  
 sentence, and then pick out the words  
 that they obviously can understand  
 by their connections; so you build  
 the thing up in a natural way, just  
 as a child learns a language in the  
 home. You don't teach a child the  
 elements of its own language; it finds  
 them out itself, from the finished  
 article. If you want to teach a boy  
 how to play football, you show him  
 a game in progress; analyze what is  
 going on; explain why a player did  
 a certain thing at a certain time;  
 and then that boy is likely to be able  
 to play football himself. It is far  
 better to show the thing as a finished,  
 accomplished whole, and then after  
 analysis, to build up similar ones.

Then there is deduction. You  
 deduce principles  
**Deduce Prin-** from such analysis.  
**ciples from** In this I am talking  
**Analysis of** from experience; it is  
**Finished** not mere theory with  
**Product** me. At home I have  
 a child—we call her  
 "baby." Baby can read "Alice in  
 Wonderland" in Gregg Shorthand. She

has never gone through the Manual, but she is interested in "Alice in Wonderland." We read a page or two together; and she learns a principle here, and a principle there, and goes on in that way. You all know the importance of reading shorthand. It is far better to read good stuff than to write and write the stuff—at the beginning, at any rate.

In connection with that, Mr. Blackwell said, "You may not agree with

**Safeguard Repetition** me, but I think that repetition five times is better than twenty times." Quite so. And

why? Because the repetition five times is done with a certain amount of interest, and it is done thoroughly. After a while the interest slackens, and the hand goes a little bit wrong; and once having gone wrong, it will go wrong again, and again and again. That is *habit*. But you say, if you are rather old-fashioned, "Practice makes perfect." Make the mistake a thousand times and then you will get right, of course! But you won't. Therefore you mustn't make a mistake. There is no reason why you should. If you do, you will make it again. In doing exercises, I say, "Write and re-write that Reading Exercise a hundred times; then do that Writing Exercise *once* and bring it to me." Why? Suppose they make a mistake in it once, and then they think, "Practice makes perfect; I will write it a hundred times; Mr. Barlow will be so pleased to correct it next week." (Laughter.) It is like pulling a nail out of a board; it is hard to get it out; and it has left an impression.

This brings me to another catchphrase—that we learn by our mistakes. I have come to the conclusion that that certainly applies

in science, but not in any art. Who learns typewriting by making mistakes in striking a key? After you have made a mistake once

**Avoid First Mistakes and Prevent Bad Habits** on a key you will do it again. Typewriting is an art. Music is an art. Who, having sung a note wrong in

song, is more likely to sing that not right for having made a mistake? *In arts, you mustn't make mistakes.* In science, you do learn by your mistakes; because Nature comes up against you with a bump sometimes, and teaches you suddenly that you have made a mistake. I have touched the sparking cap of a transmitting coil. Once! See? (Laughter.) I have not done that again! They say it is a fool who makes the same mistakes twice. That is certainly true in science. A child once burnt by the fire learns by its mistake. That is true in all that sort of knowledge and science; but not in any art. Therefore, don't say to a child or a student who has made a mistake, "It's all right; you will get out of that." That is wrong sort of talk in an art like shorthand. Teach them *not* to make the *first* mistake, because it is easier to make a second if you make a first; and if you don't make a first, there never is a second.

I need hardly stress the worthiness of our particular subject to be taught well. If the subject

**Give Your Best** didn't matter, well, the teaching wouldn't matter much! But we do

care a lot about this; and therefore it is up to us to use all the knowledge we possess and to get a bit more from everyone we meet, as to the best ways of presenting it, so that we shall be worthy of the subject we are teaching.

## On the Use of Incentives

By Annabel Crum

Jacksonville Women's College, Jacksonville, Illinois

**I**T is the inherent nature of man to "beat" somebody else. You understand how it is—two men that are in the same line of business will strive to outdo each other in order to get more trade; two salesmen will compete with each other in the number of dollars collected; two runners will go neck and neck, striving to win the goal; two students will work diligently in an attempt to beat each other in the matter of grades.

And it is to this last instance that I would draw your attention—the matter of school competition. I have found that competition is one of the best things to keep up the interest in the schoolroom. It gives the student a definite aim and inspires him to work toward it, matching his ability with that of his fellow-classmates. It shows him just where he stands. It touches his pride. It spurs him on to do his very best. It furnishes spice and variety beyond the dull routine of the school duties.

Of course, there are disadvantages to methods involving competition, as there are in all other work-producing methods, and one of the most prominent is that the good-natured rivalry which the schoolroom competition schemes should awaken sometimes develops hatred or hard feelings among the students. This must be carefully avoided by the teacher, and all tendencies toward anything of this kind should be "nipped in the bud."

And there is another danger—that of dishonesty. A student may become so anxious to win the coveted place that he will resort to dishonest

methods instead of earning something on his own merits. Of course, the teacher should be wide-awake to catch anything of this nature, and should not tolerate it. But, in spite of these serious disadvantages, competition holds its place toward promoting real progress in the schoolroom.

There are numerous ways of creating competition in typewriting. The manual students should have a progress chart, based upon the amount of work to be accomplished in a week. (You doubtless remember Miss Crum's chart as reproduced in our May issue.) If the student fails to accomplish this amount, he is shown to be behind schedule; if he does accomplish it, he is up to schedule; but if he does more than this amount, he is ahead of schedule. This puts all of the students on the same basis, gives them an equal chance, and shows them just how they compare with each other. It is the teacher's business to keep this competition keen, and to encourage those who are somewhat behind to "catch up."

But the real competition comes when the student enters speed work.

Oh, what possibilities there are in speed! As soon as the student enters speed his name should be entered on a "Speedometer" chart. This chart can be made with the speed tests marked from the bottom up, and a colored paper ribbon to follow the student's name as high as the test he has passed. This chart is easy to read, as but a glance shows the eye just which test has been passed by a

particular student, and just how he ranks with his fellows.

The "Speed Ladder" comes in for its share of popularity. How anxious

the students are to mount the ladder round by round until they reach the very top, and that top, should be high enough to require work, but not too high for attainment.

Oh, the contests one can have on the side, which stimulate interest

and gain accuracy and speed! Foremost among them is the Typewriting Tournament.

Begin with a number of students divisible by four—sixteen makes a convenient sized group—and separate them into teams of two each. The results of these series of contests may be based either upon accuracy or speed, or a combination of both. After the first contest, half of the class is eliminated, and because of this disadvantage the teacher must be tactful enough to keep the interest of these alive and sympathetic toward the students who are still in the game. The second contest takes out half of these, and so on, until only two contestants are left to fight the final "round."

In class contests of this sort, it may not be wise to give prizes—that question, of course, has to be determined by the teacher or principal—but usually the honor of winning such a contest is sufficient, especially if the results are publicly announced, and the winner given due honor before the other members of the school.

Another interesting contest is a "Shooting Match." In this contest, I made a large target and placed it in a conspicuous place. The center was fully two inches in dia-

meter. This was colored red and represented "no errors." The first ring from the center represented one error; the second, two, and so on. If a student had more than ten errors, his "shot" did not appear on the target at all. Each student had ten "shots" apiece—in other words, ten contests were given. I cut out small arrows of red, mucilaged paper, printed a name on each one, and pasted them in the proper ring, according to the errors. At the end of the contest, the winner had "hit the center" six times out of ten, and the majority of the arrows were found in the first four rings from the center.

This, of course, is strictly an accuracy contest, but it could be arranged to include both accuracy and speed. The target could be divided into sections representing different rates of speed, and the arrows placed inside the proper sections, as well as the proper rings.

We have just finished a "Travel Contest," involving 6,400 miles of travel across the United States—north, west, and south. I marked the itinerary with a red pencil on a large map of the United States. I "handicapped" the students, as in a golf tournament, according to the different rates of speed. In this way, they did not all start from Jacksonville, but were given so many miles to their advantage, in order that all might have an equal chance to "get home" first.

A series of eight contests was given, and the net number of words written in fifteen minutes represented the number of miles they traveled that day. The errors were called "accidents," and for each "accident" the student lost ten miles. Thus accuracy, as well as speed, was encouraged. I



measured the number of miles with a string on the route marked on the map, and moved the tacks holding the initials of the students to their proper places. If a student passed a school test on the same matter used in the "Travel Contest," which, by the way, was always new matter, or if he had a perfect paper on the contest matter, he was given an extra one hundred miles on his journey.

It was a very interesting race—especially when five of the girls lined up in a row just a few miles apart—and all of the students of typewriting enjoyed watching the results from day to day. We gave a silver pencil to the winner.

The "Peanut Race" should come in for its share of consideration. Here the student is penalized one **Peanut** peanut for each error made. **Race** We tried this last winter, but the students lost interest in it somewhat when the winner took her box of peanuts home to make salad, instead of dividing with the class.

Another form of incentive which I have used at different times is a schedule showing an **"Aim"** "aim" for each student, **Schedule** to be attained by a certain time—usually not longer than two or three weeks. I do not give more than one aim to each student, and I try to make that aim attainable, but at the same time something that will require work. It may be the passing of a certain speed test for one student, or the completion of a certain lesson for another one who is still in the manual. I have a place on this schedule for the record of attainment or failure to attain this aim. I find that the students will work hard to get "yes" opposite their names, or a "remark"

to the effect that they did more than the aim called for.

Aside from these things, the teacher's attitude and the general atmosphere of the room have a great deal to do toward creating an incentive for good typewriting work. Make the room attractive, so that students will want to spend their time there, and will be inspired to do their best work.

A display screen will help, where the best specimens of daily work are placed. This not only aids **Display** the teacher in explaining **Screen** the arrangement of various exercises in the typewriting manual to other students, but encourages the students to do good work so that their pages will be fastened on the screen.

For the speed students a daily **Speed** **Practice** **Record** may be kept, which will show a comparison, not only of their own work from day to day, but between them and their fellow-students. I have a section of a blackboard painted with white lines forming squares where I record the errors and net speed per minute of each speed student every day for two weeks. When the two weeks are ended, I can erase the record without disturbing the lines, and begin over again. When a student passes a speed credit test, I put that record on in orange chalk. And how they all strive to get those colored figures opposite their names!

Another thing which makes our typewriting room more attractive is a large picture frame in which are arranged the **Samples** **of Awards** various awards from the different typewriter companies of all the makes of machines we use in school. I wrote to the

various companies, and got samples of as many awards as they would furnish; then, I included pictures of those they did not send, and thus made the array complete. In this way, the students can plan to win certain awards on the contest day, and it makes them strive harder for these awards when they can see just how attractive the prize looks.

Try marking your large calendar in the typewriting room with Red Letter Days—days on which certain contests are to be held—and see the students look forward to those days. It helps to keep them constantly reminded in a way that does not tire or disgust them.

Of course, all of these things are only "a means to an end." Good

work alone will produce satisfactory results, and nothing should be done to interfere with it in the least. But it sometimes adds a zest and a pleasure to have something different—something interesting and spicy—along with the regular work of the day, the week, or the month.

The object of all of these contests should be to promote the work, to encourage extreme accuracy, and to produce high-speed records. Keep always in mind that "Contentment with present attainment is the cause of all decline."



## Connecticut Valley Commercial Teachers' Association

Report by Ralph McMasters

THE second meeting of the C. V. C. T. A., held at Bay Path Institute, Springfield, on May 12, proved a great success in spite of rainy weather. The teachers came, knowing the round table discussions would be of value, and they were not disappointed.

This association was organized last year to help all commercial teachers from Brattleboro, Vermont, to Thompsonville, Connecticut, including all of western Massachusetts.

The round tables, with their chairmen, were as follows:

*Typewriting—*

Mrs. Louise M. Bullman, High School of Commerce, Springfield.

*Penmanship—*

Mr. W. H. McCarthy, Northampton Commercial College, Northampton.

*Business English—*

Mr. F. Herman Fritz, High School of Commerce, Springfield.

*Gregg Shorthand—*

Mr. H. M. Munford, Bay Path Institute, Springfield.

*Pitman Shorthand—*

Mr. George W. Hoyt, Chicopee High School, Chicopee.

*Bookkeeping—*

Mr. George W. Miner, Co-Author, Principles of Bookkeeping.

Luncheon was served at noon at the Kimball Hotel. Preceding the business meeting in the afternoon, Miss N. Mae Sawyer, of the Boston School of Filing, spoke to the entire group on "How to Teach Filing."

Special credit for the success of the meeting is due to the president, Mr. Fairman of Amherst; the secretary, Mrs. Leavenworth of West Springfield; and Mr. Gaugh of Bay Path.

The next meeting will be held at the Northampton Commercial College, Northampton, Massachusetts, in October.



## Relative Values in Typing of Skill, Power, and Judgment

By Elizabeth Starbuck Adams, author of "Junior Typewriting"

[Synopsis of talk given before the Commercial Section of the Inland Empire Education Association, Spokane, April 5, 1922]

THE best way to start this discussion is the good, old, reliable one I was taught in my course on Forensics—"definition of terms."

**SKILL:** from the Scandinavian root meaning to separate, divide, distinguish, discern, discriminate. In common usage now, skill signifies knowledge of, and expertness in, execution. Or practical ability in art, science, or the like. Let me repeat for emphasis, "*Practical* ability in art, science, or the like."

**POWER:** from the French *pouvoir*—to be able. Capacity for action; exerted ability to act; might; energy; vigor; force—implied to be physical, mental, or moral. Ability to do or bear.

**JUDGMENT:** from the Latin—to judge. The mental act of judging; that is, the operations of the mind involving comparison and discrimination by which knowledge of the values and relations of things, whether of moral qualities, intellectual concepts, logical propositions, or material facts, is mentally asserted or formulated.

Now the synonyms of these three are to me as significant as the fuller definitions, because they give the kernel of the thought. For skill, think dexterity, expertness, adroitness. For power, think capacity, efficiency, efficacy. For judgment, substitute good sense; then we have our three interpreted to mean dexterity, efficiency, and good sense, every one of them qualities capable of being trained. The individual of normal

mentality has a natural aptitude for acquiring dexterity in various lines according as he is trained, capacity for accomplishment as he is further trained for endurance, and his power of judgment increases as his personal experiences in any one line increase in variety and richness.

From now on, we will confine our use of these terms as referring to typewriting only.

Power, thus applied to typewriting, must be considered as the ultimate goal, the final outcome of the successful building up of a series of **Power** skills that finally blend into the vigor, the capacity to achieve that the business man calls efficiency. The smoothness of this final blending depends upon the thoroughness with which the various skills have been mastered. If the early habits of correct technique have been strongly built up, then the training for endurance that is to develop this capacity for fine achievement becomes a simple process of harmonious, progressive exercise. But if the early skill habits have been carelessly formed, the final training for endurance and efficiency becomes an expensive and laborious process, for old habits that are incorrect must be eliminated and correct ones established. This is obvious to all of you. You will now understand why I have begun with power in order to eliminate it from the discussion. Capacity to achieve rests primarily upon the successful development of a foundation

of skill, or correct technique. Upon the *quality* of this skill depends the quality of the power that can be developed.

The skills required for the making of a good typist are various. There is the skill of beginning technique, correct body posture, correct fingering with rhythm, correct handling of the mechanical devices of the machine, correct body relaxation, correct mental poise. Later is developed the skill for writing easy copy with continuous, smooth action; then comes the development of skill in arrangement, control of forms; later, skill to compose on the machine; later still, skill in transcribing; last of all, the final training for endurance that eventually develops into POWER. This may be the power that makes the super typist of speed contests or the power that turns out the competent office worker. TIME is, of course, one element in reaching the goal, plus persistence and stick-to-itiveness. But neither time nor practice is of avail without the control of correct technique.

It is imperative that we, as teachers, use all our collective intelligence for finding out just what is correct technique and what are the simplest and most direct means of establishing it in the learning process. We want to make the process as cheap in time and energy as possible.

One easy way is to have a definite objective for each drill. There are hundreds of fads and fancies abroad. You may have some pet drills or gymnastic exercises. Ask about each

—what specific skill does this develop? If you cannot satisfy yourself that it does accomplish some one thing effectively, discard it at once. One

good test of the soundness of an objective is to ask—is the specific phase of activity developed as it will be used ultimately in high speed writing or efficiency writing? (I make the distinction, as it seems we all should, between rapid writing from straight-away copy, and the higher-grade typing required in the business office that must, to be efficacious, be necessarily less rapid.)

To illustrate this way of testing the value of an exercise: There is much said about mental control of the keyboard and various exercises are given to develop a quick writing

**Mental** or reciting of the characters  
**Control** of the keyboard. Is this

facility to write these characters a skill that will be used in rapid writing or in working out a complicated sales report? Obviously not. The rapid and skilful writer does not manipulate the keys of the machine because his memory can recite the keys glibly. His manipulation of the keys depends upon the automatization of the striking process. If the correct coördination of eye, brain, and fingers has been thoroughly drilled into the lower brain, he will strike the keys with almost incredible rapidity. Therefore the only mental control we have any use for in real typing is the mental control that is shown in terms of the fingers in actual writing. This control can be got in one way only—a very simple and direct way; i.e., training each finger to its specific task *on the machine*. We must be very careful to avoid what I call "building up scaffolding" that must be later destroyed. Scaffolding is necessary in the building of a house. But a house is not dynamic. Every bit of unnecessary drill is a hindrance, because it sets up some habit that

must be discarded. That is obviously wasteful, wasteful of both time and energy; but worse than that, once a brain path is established, the brain does not forget; and sometime later, when we least expect it, the same old bad or useless habit appears as a stumblingblock and sudden errors occur just when we had a right to expect only accuracy.

If we bear in mind that the direct way to make the first finger of the left hand write the letter *r* and return to its home key of *f* is to let it write *frf*, we shall never be tempted to go around Robin Hood's barn and evolve some more laborious approach. We shall write *frf* and develop the feel of *r* in the knuckle joint until the sight or thought of *r* means an easy and direct writing of the letter *r* without conscious effort. It is just the simple, rational approach—forming the habit of striking *r* as it always is to be struck.

It is unwise, at all stages of the game of typing, to permit a feeling of difficulty to arise in the pupils. I mean here, the sense of difficulty that creates a sense of discouragement. There is a type of difficulty that arouses the desire to conquer and develops in the student a fine courageous perseverance. That type belongs to a much more advanced stage in the training. I mean, at this stage, the feeling of inability to accomplish. That is why I advocate beginning the specific finger-training with the two fingers that already are well under control of the mind, the first and second fingers. At the same time, as a part of each typing period, I should begin to train the third and fourth fingers into consciousness, get

them disciplined to take orders from the brain; get them strengthened for their specific tasks so that they are all ready for their share of work when the demand is made of them.

Our task is, first to analyze the skill habits into their simplest elements, then lay out the direct, straightest path to accomplishment and keep in the path—no wandering out into the byways for divertissement. Then from our wide experience, we are going to face the possible dangers of the future, bad habits, wasteful habits, and anticipate the difficulties by our drills so that we may avoid the possible formation of those habits. We are going to get the correct habit so firmly in that the chances of any lapse are reduced to a minimum.

In building up the skills of beginning technique, there are two types of tests that will help: the accuracy test and the speed test.

A short analysis of the value of accuracy tests will show how these tests are a great help in showing up the strength and weakness of individuals. Let us assume that we have been building up the group of skills that go with first-finger letters. We have been swinging through the preliminary coordination drills with good rhythm and fair accuracy; we have been writing groups of words, keeping still to correct posture and rhythm. Now we want to test the results. An exercise comprised of the necessary elements is presented for class work. Five copies are to be made of the entire exercises. Each copy is numbered numerically. After five copies have been made, under supervision, to check on rhythm and posture, the

### Take Straightest Path to Accomplishment

number of errors are totalled in each exercise and written in. A perfect copy will be filed. Nothing else is worth keeping. If no perfect copy is made at that lesson, it means that the necessary coördinations have not been thoroughly established. An experienced teacher will be able at a glance to see what is the weakness. But it is really desirable that a perfect copy, executed under supervision to maintain correct technique, be written before the student be allowed to approach the next step of a new series of skills. This is what all budget copies should be, a concrete test that certain technique has been thoroughly established.

The other kind of test, the speed test, of great help to both the teacher and the student, is suggested by the work in the speed training classes. After the keyboard is learned it is safe to say that the time has come to develop a certain speed with accuracy before going on to exercises requiring arrangement and form. Using the contest material of the typewriter companies, give daily continuous work in straight copy. Once a week, give the same copy and make that the milestone of progress. Keep careful record of speed, errors, etc. With the interval of a week there will be no gain through repetition, the same copy simply is the constant by which you measure. Other matter might be used in the same way once a fortnight or once a month, when the progress would be more apparent.

And where does the relative value of judgment come into all this? Call judgment "good sense" and you will see that we have got to use all the native equipment each student has and add to it by constantly exercising it in new situations. The natural

good sense of the student is the best ally the teacher has in correct habit formation. You all know, by this time, that repetition is only efficacious as long as it is controlled; that is, a drill is of training value only so long as the mind is conscious of what is the aim of the drill.

If you want to establish the *r* reach from *f*, you will get the results quicker if you make it clear to the student that you want him to feel the reach in his *f* finger joint. You are after that feel, not after the striking of *r*. Consciousness must be focussed on the *feel*. Get the good sense of the student focussed on the value of this feel as the basis of all touch typing, and is he going to try to *see* when he is working for a *feel*? It is worse than useless to say, "Don't look." Inhibition, like prohibition, immediately creates desire for the forbidden. So take the pupil into your confidence, use his good sense of values, make him conscious of your specific objectives in various exercises, and you will find that you get results easily.

When the fingering is well established, in other words, when the keyboard is learned, comes the logical development of the skill of dexterity called writing from copy, **Drill Away** straight-away copy **The Errors** Here is the time to use student's judgment to the best sort of advantage. Use straight copy for ten minutes' writing. Have each student correct his own copy, then exchange papers and check up. When the errors are analyzed by right and left hands, and even further by the specific finger, each individual has his faults definitely before him and can organize his

own drills designed to correct his weaknesses. Thus, if he has three times struck *d* for *e*, he makes out a list of words using *e* without *d*, such as *each, free, acre, near, pike*—any words that will give him some intensive drill on his errors. This sort of analysis develops judgment, in fact, cannot be done without using judgment all along.

Thus, we have our path outlined—first develop skill after skill, hand in hand with judgment, and finally, blend all skills into the power that assures fine accomplishment.



## Old Friends Become Partners

NEWS has lately reached us that A. E. Howell, M. E. Davenport, and M. M. Heaney, veteran business school instructors, have joined forces in the ownership and management of the Davenport Business Institute, Grand Rapids, Michigan.

Mr. Howell is well-known in Grand Rapids. He was connected for eighteen years with McLachlan Business University, first as a teacher of shorthand and civil service, then as secretary-treasurer, and later manager. He left Grand Rapids about two years ago to take charge of one of the business schools in Detroit, but returned in the spring of 1922 to manage the western Michigan district office of the State Rehabilitation Bureau of the Department of Public Instruction. In the reorganization of the Davenport school he becomes secretary-treasurer.

Mr. Davenport has made commercial teaching his life work. While at Ferris Institute he became acquainted with Mr. Heaney, the third member of the new partnership, whose coworker he was on the Ferris

staff for several years. Mr. Davenport went to Grand Rapids as a teacher in the Grand Rapids Business Institute. He purchased the school in 1910, moving it to Sheldon Avenue when its growth made more space necessary, and changing its name to the Davenport Business Institute.

Mr. Heaney and Mr. Howell became warm friends when Mr. Heaney was teaching in Grand Rapids in 1903 and 1904. Mr. Heaney then went to Ferris Institute in charge of the commercial department, a position he held until three years ago when he became associate owner and vice-president of the Jackson Business University and head of the commercial department in that school. He will occupy the same post in the new organization.

Mr. Davenport is president of the school, and will manage the shorthand and secretarial science departments.

The school is offering courses in Public Accounting and Auditing, Business Administration, Banking and Bookkeeping, Civil Service, and Secretarial work, in addition to the courses in Gregg Shorthand and in Teachers' Training.



## Why He Did It

SAID Mr. S. L. Eby, of Mansfield, Ohio, State High School Inspector:

My interests in shorthand are threefold. First its cultural value is something worth while. Next, in my official capacity I have occasion to inspect commercial departments of high schools in Ohio. My knowledge of shorthand will stand me in good stead in judging the teaching of shorthand in the schools I inspect. Finally, I shall find the use of shorthand of great practical value in my private work in the line of taking and keeping notes on my personal work. It should save me a great deal of time in that way.

## EDITORIAL COMMENT

On Sundry Topics



### Men Stenographers Wanted

WE OFTEN hear school officials remark that there is a great falling-off in the number of young men who take up shorthand. Many of these add that there are not opportunities for young men stenographers.

A few days ago we received a copy of a letter written by Mr. E. Glenn Denison, the Y. M. C. A. Employment Director for the New York City district, addressed to the Educational Department of the West Side Y. M. C. A., which throws considerable light on the subject. He says:

For several years past we have had a difficult problem to solve in finding a sufficient number of young men (between the ages of eighteen and twenty-five) for stenographic positions: an average of twenty to twenty-five positions a week are coming through this Department, and the greater proportion of these desirable places are lost simply because we are unable to obtain the men.

I realize that the Educational Department has expended much money advertising, and has done a lot of other promotional work to bring these stenographic opportunities before students and prospective students, and that Mr. Beygrau, who for so many years has headed the stenography and typewriting classes, has likewise always manifested the keenest interest in the matter. Numerous appeals have been made from time to time to the students of your stenography classes, but they always have positions in view before they have completed the course.

Business firms do not realize this situation, and we are often embarrassed in endeavoring to explain the reasons for our continual inability to serve their needs efficiently.

Are there no other untried available means or methods by which something can be done to relieve this long-continued situation? Some procedure by which our young men can be brought to an appreciation of the really splendid opportunities a knowledge of stenography would immediately open to them in practically every channel of commercial life?

It would not be difficult to find plenty of evidence to support what Mr.

Denison says. The writer knows from his personal contact with many business men in New York City that there is always a greater demand for young men stenographers than there is a supply. Only a few days ago a very prominent business man called me up and asked if I knew where he he could get in touch with a young man, a competent stenographer who would make good material for an executive position. This position initially would pay a salary of from three thousand to thirty-six hundred dollars a year and the opportunities beyond that were almost unlimited. This business man realized that there is no better place in the whole business organization for the training of young men of ability for positions of greater responsibility than that occupied by the secretary or stenographer.

The number of big business and professional men to-day who began life in business as stenographers is almost conclusive evidence of the advantages shorthand offers to young men with latent business ability. Business schools would be doing themselves, their students, and the business world generally a great service if they would continue to bring to the attention of prospective students the advantages of shorthand as an entering wedge in business—a wedge that opens up a field of unlimited opportunities.

—R. P. S.

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### Correcting An Error

AN error occurred in our June editorial, "Term Paper Topics," in crediting the list to the Washington State College at Pullman. The list



## EDITORIAL COMMENT

On Sundry Topics

was compiled by Miss Barbara G. Gamwell, instructor in Economics of the University of Idaho, at Moscow. We are glad to make the correction, and appreciate Miss Gamwell's calling our attention to the misstatement.

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### News from Gem City

UNIVERSAL recognition of the work being done in private commercial schools is now claiming the attention of a few far-sighted men serving in the vanguard of commercial education. Thus far the progress is reported "satisfactory" though not pronounced. Deliberate as such proceedings must necessarily be, there is much encouragement in the thought that the great world of business, civic organizations, commonwealth interests and other fields requiring virile leadership, are daily paying tribute to the talent of those responsible for the private commercial school.

This impresses us strongly as we read in the *Quincy, Illinois, Herald*, an account of an important bank merger of that city, in which the name of D. L. Musselman, president of the Gem City Business College, is prominently mentioned as one of the moving spirits in the consolidated enterprise. This merger, it is said, will effect one of the strongest financial institutions in the state outside Chicago.

This, of course, will be no surprise to those acquainted with Mr. Musselman's ability. For several years his activities as an educator have been closely interwoven with the civic and commercial progress of

Quincy. As an important figure in club life, the Chamber of Commerce, the Board of Education and other organizations, Mr. Musselman has proved himself a practitioner of the business principles taught in his institution. More than this, he is demonstrating the place and the possibilities of a private school man in community uplift.

Following closely in his footsteps is Mr. T. E. Musselman, who, aside from his duties as vice-president of the school, is lending energy to matters of state-wide interest. Quite recently he has written a remarkable story of the bird life in Illinois. In reviewing this story in the *Illinois State Journal*, eloquent tribute is paid to the thoroughness with which Mr. Musselman has treated the subject—a quality for which the Gem City Business College has long been famous.

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### Obituary

Mrs. J. Arthur Ebersol

MRS. J. ARTHUR EBERSOL passed away on June 15, 1923. She has been an enthusiastic teacher of Gregg Shorthand for many years, having been associated with her husband in conducting the Acme Business College at Lansing, Michigan, for the past six years, and teaching, previous to that, in the Brown's Business Colleges in Illinois.

Mrs. Ebersol was laid to rest in Oak Ridge Cemetery, Goshen, Indiana, her former home. She leaves her husband, her mother, a brother, and a host of friends to mourn her death.

## Observations on Nebraska Commercial Contests

By Helen Edgecombe

McCook High School, McCook, Nebraska  
Secretary of the State Contest Committee

[A detailed report of the result of these contests appears in this month's GREGG WRITER.]

THE test of every effort to advance the study of a vocational subject is the answer to this question: Does it pay?

It is not enough to say of a particular plan of study, or of a method of instruction differing in a degree from the ordinary routine, that it is interesting, or different, or the whim of a teacher or a group of teachers. Every plan for advancement must prove its actual educational worth in order to gain a permanent footing with thoughtful educators, especially a plan that calls for the labor, the inconvenience and expense necessarily connected with the holding of district and state contests in spelling, typewriting, penmanship, and stenography.

Probably it is too soon to say positively that the holding of these contests in Nebraska has been proved a success beyond all question, because only two state contests have been held, the one at Lincoln last year and the one at Kearney in May of this year, but the enthusiasm shown the first year and the good results that seemed to flow from the first year's efforts, emphasized by the increasing enthusiasm developed in connection with the second series recently completed, lay a reasonable foundation for the conclusion that carefully thought out contests in these departments if they are properly promoted and fairly conducted will bring to the

attention of the public the importance of these branches of study and will encourage the students who take them up and kindle their enthusiasm for more earnest work and greater achievements than they might otherwise struggle for.

The advancement of individual students is the primary object of every educational effort, but in these days of close questioning of every demand made upon the taxpayers it is of no little importance that proper and reasonable steps be taken to prove that each particular vocational subject taught in our public schools has an actual bread-and-butter value; that they save our young people time in getting settled in life in some useful and profitable occupation and that it adds to their comfort and happiness, worthy objects of our high endeavor.

Teachers accompanying the contestants to Kearney seemed to be unanimous in their expression of approval of the district and state contests. It was the general opinion that the work of their departments has been made more interesting and that the enthusiasm of all students has been quickened by the knowledge that contest work was in progress and in prospect. Even those students who did not expect to be contest winners were benefited and were given a larger appreciation of the importance of their work.

# SCHOOL NEWS AND PERSONAL NOTES

From the Editor's Mail Bag

AN attractive sixty-four page Bulletin of the Summer Session of the University of Southern California (Los Angeles) reached us after our last issue had been closed. Classes in practically all the subjects in the regular curriculum can be secured during the summer session of this school, which was among the earliest of the universities to offer summer work. Secretary H. J. Stonier writes us that they have been conducting the summer school for some twenty years, enrolling approximately two thousand teachers each summer from all parts of the country.

The work in Commerce this year was handled by Vierling Kersey, Director of Part-Time Education, Los Angeles City Schools, Nathan A. Weston, Professor of Economics at the University of Illinois, and Oliver J. Marston, D. Walter Morton, and Emery E. Olson, of the regular faculty. Professor Marston had classes in Business Organization, and Problems in Economic Reconstruction; Professor Morton, in Bookkeeping and Accounting Principles; Olson, in Corporation Finance, and Principles of Economics; Professor Weston, in Money, Credit, and Banking, and Foreign Exchange and the Money Market; and Mr. Kersey in Problems in Commercial Education.

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Students are not all bad spellers. A young man in Miss Edina Campbell's class at the Hickox Shorthand School of Boston made 100%, two girls made but one error, and one but two, on the test list contributed to

our May *American Shorthand Teacher* by Mr. M. B. Wallace, of St. Joseph, Missouri.

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District No. 2 in Nebraska was divided this spring before the commercial contests were held, the new part of the district becoming No. 7. At the business meeting held in connection with the district contest Miss Kies of Midland was elected president of the organization for the new division; Miss Castek, of Schuyler, vice-president; Miss L. Whitcomb, Fremont, secretary, and Miss Harney, of South Omaha, treasurer. The state officers are Miss Gertrude Beers, of Lincoln, Mr. Joseph Miller, Miss Hill, and Miss Marie Kaufman.

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A tiny pink envelope brings in it an announcement of the birth of an eight pound boy, Charles Joseph, to Mr. and Mrs. B. H. Patterson, of Kearney, Nebraska. Their many teacher friends, and Mr. Patterson's former students at the Kearney Normal will join us in congratulations!

▲ ▲ ▲

Miss Edna Kelley, an attractive and well-known instructor at the Summer Session, University of California, surprised all but a few of her intimate friends by her marriage, July 5, to Mr. Samuel Leonard Barker, owner of a large fig orchard near Marysville, California. Mrs. Barker will remain at the University until the close of the Summer Session, when she (*Continued on page 458*)



man to whom a newspaper plebiscite gave its highest honor, and whose centenary was in December, 1922.

It<sup>100</sup> is a temptation, when telling about Pasteur, to pass over his scientific work lightly and to discuss the man. He was the son of a<sup>135</sup> tanner—of a tanner, moreover, whose ancestry, like Lincoln's, held but scant promise. Yet when Pasteur died, rich in years, the world had already paid<sup>140</sup> him every homage it can pay its scientific men. He was the head of an institute which bears his name and which serves as a<sup>175</sup> model for similar institutes throughout the world. Although overwhelmed with honors, he remained to the end a hard worker, simple, affectionate, beloved of his colleagues<sup>200</sup> and pupils. While he would probably have scoffed at the idea of a "practical" science, he was glad that his hypotheses were of practical value.<sup>205</sup> In his logical, pellucid style he expressed this attitude: "But of this we may be sure, that science, in obeying the laws of humanity, will<sup>250</sup> always labor to enlarge the frontiers of life." "There is no greater charm for the investigator than to make new discoveries, but his pleasure is<sup>275</sup> heightened when he sees that they have a direct application to practical life."

The great work of Pasteur, as one of his contemporaries said, was<sup>300</sup> the discovery of a Fourth Kingdom of Nature, the Kingdom of the Infinitely Small. First in crystals, then in yeasts and sour wines, and finally<sup>325</sup> in the blood of animals and humans, he found bacteria, some of which cause disease. He was first an inorganic chemist, and his medical successes<sup>350</sup> began with—but let us stop a moment to see in what condition Pasteur found medical science.

One hundred years ago, at the time of<sup>375</sup> Pasteur's birth, medical science was marking time. It is true that Harvey had traced the flow of blood and that there was a vaccine for<sup>400</sup> smallpox. But if there had been a

plague in 1922 the descriptions of it would have resembled the quaint descriptions of<sup>425</sup> the Athenian plague over two thousand years ago. About eighty years ago, surgeons who lacked neither skill nor daring were discouraged by the inexplicable deaths<sup>450</sup> which followed most of their operations.

And now comes Pasteur—Pasteur with his microscope, his sterilized test-tubes, his cultures of bacteria, and—above all<sup>475</sup>—with his patience and capacity for hard work. His first medical successes were with animals. He mitigated a plague which affected silkworms and earned the<sup>500</sup> gratitude of the great French silk industry. Sheep owners were the next to benefit from Pasteur's discoveries, for, by inoculation, a disease of sheep, anthrax,<sup>525</sup> was palliated. Huxley declared that these discoveries compensated in a financial way for the heavy indemnity of 1870.

But it is not<sup>550</sup> on rescued silkworms and sheep that Pasteur's fame rests. As one passes into the courtyard of the Pasteur Institute, one sees through the trees a<sup>575</sup> man engaged in a death struggle with a wolf. This is a bronze symbol of Pasteur's successful researches against rabies. It is in connection with<sup>600</sup> hydrophobia, probably, that most people associate the name of the pioneer bacteriologist.

Pasteur had indeed given medical science the impetus it so much needed. Great<sup>625</sup> philosophers no longer talked of "slight alterations of the atmosphere" to account for plagues. Lord Lister was introducing antiseptic bandaging in surgery. Virchow discovered those<sup>650</sup> cells which, in the blood, combat the harmful cells that Pasteur discovered. Metchnikoff (who has been at the head of the Pasteur Institute since its<sup>675</sup> founder's death) showed that beneficial cells can be introduced into the human body—cells which combat the harmful effects of an oversupply of either Pasteur's<sup>700</sup> or Virchow's cells. Besides these investigations, Pasteur stimu-

lated investigations of a somewhat different character. These researches relate to serums, vaccines, toxins, and anti-toxins. We now<sup>755</sup> have vaccines, serums, and what-nots to combat many diseases ranging from boils and hayfever to diphtheria and tuberculosis.

It is said that if Carlyle<sup>760</sup> were now writing his *Heroes and Hero-Worship* he would have to add—whether he liked it or not—a chapter on "The Scientist." In<sup>775</sup> describing the scientist, Carlyle would hardly have been able to use a picturesque and dramatic vocabulary. The work of a scientist, however dramatic and picturesque<sup>800</sup> it may be to himself and to fellow scientists, seems flat, stale, and even unprofitable to the world at large. Napoleon's Austerlitz has glamor; Pasteur,<sup>805</sup> with his eyes glued to a microscope, seems dull and gray. Beneath the Pyramids, Napoleon, declaiming his "Forty-Centuries" speech, is a fit subject for<sup>810</sup> the greatest drama. The most dramatic speech of Pasteur was on his death bed. He told his students simply, "You must work." A newspaper plebiscite<sup>875</sup> comprising fifteen million opinions, ranked Pasteur first and Napoleon fourth! *Heroes will out.* (888)

### Vocabulary Drills

By M. B. Wallace, Head of the Department of Business Training, Robidoux Polytechnic High School, St. Joseph, Missouri

[Article dealing with the Lesson on Vocabulary, composed for drill on Vocabulary words, (in speed work)]

#### Ladies and Gentlemen:

For centuries the world has been arguing the advisability of income tax. The citizens of many countries have had protection or have<sup>25</sup> been persecuted by legislation in Congress, in Parliament, and in state legislatures. The question of the constitutionality of income tax was settled conclusively quite recently<sup>40</sup> in the Supreme Court of the United States in the affirmative. This decision reversed

a former conclusion by this same court of last resort. This<sup>75</sup> verdict has since received the support and sympathy of an enormous lot of our people as an expedient that would bring instantaneous relief, and therefore<sup>100</sup> indispensable because it put the burden of taxation on the wealthy.

On the other hand it is curious to note the dissatisfaction of thousands of<sup>125</sup> opponents who saw nothing in it but an exorbitant, incoherent, incomprehensible, and dangerous law that would bring demoralization and disaster, and would lead to litigation.<sup>160</sup> Another class of citizens who hitherto favored legislative procedure toward an income tax law believe that the present law is disproportionate in equality. Perhaps their<sup>175</sup> logic will conform with that of the casual observer.

The fact is that all laws are arbitrary and are intended by our legislators to be<sup>200</sup> approximately democratic in their application. The future generation will be the better judge of a present law and the prevailing views are not altogether conclusive.<sup>235</sup> We must study the economic effect of such a problem in its relation to employer and employee, as well as producer and consumer. The worst<sup>250</sup> feature of the consequences of the execution of the income tax law is the development of ways and means to off-set this tax by<sup>275</sup> creating combinations on the part of the producer to raise the price. Where this is true the tax is really paid by the consumer.

We<sup>300</sup> can easily understand this theory. Moreover, we need not remain in stupidity or ignorance on this point, if we watch the struggle of the government<sup>325</sup> with the packers and other great concerns to prevent this very thing. So long as men with vast capital determine to include in prices their<sup>350</sup> tax instead of complying with the spirit of the law, the lack of buying power of a dollar will be conspicuous.

We must not deceive<sup>375</sup> ourselves by believing that the doctrine of



income tax is not correct in every principle, merely because men will attempt to *thwart* the purpose of<sup>400</sup> the government. If the principle is *repugnant* because of this result it would be well to modify the rates and thus reduce the temptation to<sup>425</sup> evade the law. Many men of financial means honestly believe the present high rate of tax is unjust, as their *testimony* indicates. *Likewise*, men of<sup>450</sup> small means regard this rate that affects them as excessive. No doubt there is a great deal of truth in all this. The rates appear<sup>475</sup> to be an extreme in two respects—in the way it affects those who barely come within the provisions for income tax, and those whose<sup>500</sup> incomes are exceedingly large. (504)

### Why He Failed

*From National School Supply Assn. Bulletin*

He handled too many b ands.

He never added his cost of doing business to the invoice cost when pricing his goods.

He always talked cheap<sup>25</sup> prices instead of talking quality.

He made his customers feel that he was doing them a favor by selling them their supplies.

He bought goods<sup>50</sup> of anybody and everybody that had anything to offer him at a price.

He was always inclined to argue with his customers who made complaints.<sup>75</sup>

He was too lax with his credit customers.

He didn't keep his store clean.

He tried to undercut his price-cutting competitor down the street.<sup>100</sup>

He never read a trade paper.

He never believed in a trade association.

He never tried to make a friend of his neighbor merchant.

He<sup>125</sup> knew it all, and yet was really ignorant.

He never came to a meeting and said, "What good is it?"

He never paid his dues<sup>150</sup> until he was pressed.

He continually knocked everybody and everything. (160)

### Rail and Water Transportation

*(Key to June O. G. A. Test)*

Our present system of transportation by rail is not keeping pace with our rapid increase of production and consumption. Most of the transportation is over<sup>25</sup> rail, and we have utilized our rivers only in a meager way. This is essentially true of our interior waterways. Water traffic, to a large<sup>50</sup> extent, is localized around the Great Lakes, and splendid as are the results, still the benefits have failed to reach the great interior sources of<sup>75</sup> production. Even this limited area of water transportation, however, demonstrates advantages and shows that waterways should be established and assured as a permanent part of<sup>100</sup> the traffic system.

Over the region of the central west lies a great freight-producing area. Under the all-rail system of carrying freight the<sup>125</sup> western producer fails to reach the markets with a profit, and the consuming world is denied access to these interior fields of production.

For several<sup>150</sup> years the roads have failed to move the crops in season and before long they will be able to move only a portion of the<sup>175</sup> farm products to market. Leaders in railroad transportation recently estimated that the next ten years would require seventy-five thousand miles more of trackage construction<sup>200</sup> to meet the requirements of the normal growth of the country. (211)

*Business Letters*

## C. O. D. SHIPMENTS

From *Gardner's Constructive Dictation*, Page 112,  
Letters 2 and 3]

Mr. B. D. Comstock,  
319 Tenth Street,  
Minneapolis, Minnesota.

Dear Sir:

We are just in receipt of a notice from the Pennsylvania Freight<sup>25</sup> office, that our recent C. O. D. shipment amounting to \$44.61 has not as yet been accepted. Our records<sup>80</sup> show we have been serving you on a cash or C. O. D. basis, so that, of course, this order was forwarded C. O. D.<sup>75</sup>

We will ask you to call at the First National Bank, where the bill of lading was sent, and take up this draft so that<sup>100</sup> you will be able to secure the merchandise, and thus prevent a further accumulation of storage charges.

Please give this matter your preferred attention, as<sup>125</sup> the Railroad Company is pressing us for disposition.

Yours very truly, (136)

Dodge Sales and Engineering Co.  
598 Rock Avenue,  
Waltham, Massachusetts.

Gentlemen:

Many thanks for your very good order of January 9<sup>25</sup> with permission to ship C. O. D. In making C. O. D. shipment of small orders to distant points, where the amount of freight is<sup>50</sup> considerable, it is usual that an advance<sup>20</sup> payment accompany each order so as to insure good faith in each transaction. Consequently may we ask that<sup>75</sup> you mail us a bank draft or money order, on receipt of which we shall be very glad to arrange for delivery at once?

In<sup>100</sup> anticipation of an immediate response we are preparing the order for shipment which will go forward at once on receipt of your reply.

Yours very<sup>125</sup> truly, (126)

*The Courage of the Commonplace*

By Mary Raymond Shipman Andrews

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(Continued from the July issue)

## III

Three years later<sup>2480</sup> the boy graduated from the Boston "Tech." As his class poured from Huntington Hall, he saw his father waiting for him. He noted with pride,<sup>2475</sup> as he always did, the tall figure, topped with a wonderful head—a mane of gray hair, a face carved in iron, squared and cut<sup>2400</sup> down to the marrow of brains and force—a man to be seen in any crowd. With that, as his own met the keen eyes<sup>2495</sup> behind the spectacles, he was aware of a look which startled him. The boy had graduated at the very head of his class; that light<sup>2460</sup> in his father's eyes all at once made two years of work a small thing.

"I didn't know you were coming, sir. That's mighty nice<sup>2575</sup> of you," he said, as they walked down Boylston Street together, and his father waited a moment and then spoke in his usual incisive tone.<sup>2600</sup>

"I wouldn't have liked to miss it, Johnny," he said. "I don't remember that anything in my life has ever made me as satisfied as<sup>2685</sup> you have to-day."

With a gasp of astonishment the young man looked at him, looked away, looked at the tops of the houses, and did<sup>2650</sup> not find a word anywhere. His father had never spoken to him so; never before, perhaps, had he said anything as intimate to any of<sup>2675</sup> his sons. They knew that the cold manner of the great engineer covered depths, but they never expected to see the depths uncovered. But here<sup>2700</sup> he was, talking of what he felt, of character, and honor and effort.

"I've appreciated what you've been doing," the even voice went on. "[<sup>2725</sup> talk little about personal affairs. But

I'm not uninterested; I watch. I was anxious about you. You were a more uncertain quantity than Ted and<sup>3750</sup> Harry. Your first three years at Yale were not satisfactory. I was afraid you lacked manliness. Then came—a disappointment. It was a blow to<sup>3775</sup> us—to family pride. I watched you more closely, and I saw before that year ended that you were taking your medicine rightly. I wanted<sup>3800</sup> to tell you of my contentment, but being slow of speech I—couldn't. So"—the iron face broke for a second into a whimsical grin<sup>3825</sup>—"so I offered you a motor. And you wouldn't take it. I knew, though you didn't explain, that you feared it would interfere with your<sup>3850</sup> studies. I was right?" Johnny nodded. "Yes. And your last year at college was—was all I could wish. I see now that you needed<sup>3875</sup> a blow in the face to wake you up—and you got it. And you waked." The great engineer smiled with clean pleasure. "I have<sup>3900</sup> had"—he hesitated—"I have had always a feeling of responsibility to your mother for you—more than for the others. You were so young<sup>3925</sup> when she died that you seem more her child. I was afraid I had not treated you well—that it was my fault if you<sup>3950</sup> failed." The boy made a gesture—he could not very well speak. His father went on: "So when you refused the motor, when you went<sup>3975</sup> into engineer's camp that first summer instead of going abroad, I was pleased. Your course here has been a satisfaction, without a drawback—keener, certainly,<sup>4000</sup> because I am an engineer, and could appreciate, step by step, how well you were doing, how much you were giving up to do it,<sup>4025</sup> how much power you were gaining by that long sacrifice. I've respected you through these years of commonplace, and I've known how much more courage<sup>4050</sup> it meant in a pleasure-loving lad such as you than it would have meant in a serious person such as I am—such as<sup>4075</sup> Ted and Harry are, to an extent, also." The older man,

proud and strong and reserved, turned on his son such a shining face as<sup>4100</sup> the boy had never seen. "That boyish failure isn't wiped out, Johnny, for I shall remember it as the cornerstone of your career, already<sup>4125</sup> built over with an honorable record. You've made good. I congratulate and I honor you."

The boy never knew how he got home. He knocked<sup>4150</sup> his shins badly on a quite visible railing and it was out of the question to say a single word. But if he staggered it<sup>4175</sup> was with an overload of happiness, and if he was speechless and blind the stricken faculties were paralyzed with joy. His father walked beside him<sup>4200</sup> and they understood each other. He reeled up the streets contented.

That night there was a family dinner, and with the coffee his father turned<sup>4225</sup> and ordered fresh champagne opened.

"We must have a new explosion to drink to the new superintendent of the Oriel mine," he said. Johnny looked<sup>4250</sup> at him surprised, and then at the others, and the faces were bright with the same look of something which they knew and he did<sup>4275</sup> not.

"What's up?" asked Johnny. "Who's the superintendent of the Oriel mine? Why do we drink to him? What are you all grinning about, anyway?"<sup>4300</sup> The cork flew up to the ceiling, and the butler poured gold bubbles into the glasses, all but his own.

"Can't I drink to the<sup>4325</sup> beggar, too, whoever he is?" asked Johnny, and moved his glass and glanced up at Mullins. But his father was beaming at Mullins in a<sup>4350</sup> most unusual way and Johnny got no wine. With that Ted, the oldest brother, pushed back his chair and stood and lifted his glass.

"We'll<sup>4375</sup> drink," he said, and bowed formally to Johnny, "to the gentleman who is covering us all with glory, to the new superintendent of the Oriel<sup>4400</sup> mine, Mr. John Archer

McLean," and they stood and drank the toast. Johnny, more or less dizzy, more or less scarlet, crammed his hands in<sup>4425</sup> his pockets and stared and turned redder, and brought out interrogations in the nervous English which is acquired at our great institutions of learning.

"Gosh!<sup>4450</sup> are you all gone dotty?" he asked. And "Is this a merry jape?" And "Why, for cat's sake, can't you tell a fellow what's up<sup>4475</sup> your sleeve?" While the family sipped champagne and regarded him.

"Now, if I've squirmed for you enough, I wish you'd explain—father, tell me!" the<sup>4500</sup> boy begged.

And the tale was told by the family, in chorus, without politeness, interrupting freely. It seemed that the president of the big mine<sup>4525</sup> needed a superintendent, and wishing young blood and the latest ideas had written to the head of the Mining Department in the School of Technology<sup>4550</sup> to ask if he would give him the name of the ablest man in the graduating class—a man to be relied on for character<sup>4575</sup> as much as brains, he specified, for the rough army of miners needed a general at their head almost more than a scientist. Was there<sup>4600</sup> such a combination to be found, he asked, in a youngster of twenty-three or twenty-four, such as would be graduating at the "Tech"<sup>4625</sup>? If possible, he wanted a very young man—he wanted the enthusiasm, he wanted the athletic tendency, he wanted the plus-strength, he wanted the<sup>4650</sup> unmade reputation which would look for its making to hard work in the mine. The letter was produced and read to the shamefaced Johnny. "Gosh!"<sup>4675</sup> he remarked at intervals and remarked practically nothing else. There was no need. They were so proud and so glad that it was almost too<sup>4700</sup> much for the boy who had been a failure three years ago.

On the urgent insistence of every one he made a speech. He got<sup>4725</sup> to his six-feet-two slowly, and his hands went into his trousers pockets as

usual. "Holy mackerel," he began—"I don't call it decent<sup>4750</sup> to knock the wind out of a man and then hold him up for remarks. They all said in college that I talked the darnedest<sup>4775</sup> hash in the class, anyway. But you will have it, will you? I haven't got anything to say, so's you'd notice it, except that I'll<sup>4800</sup> be blamed if I see how this is true. Of course I'm keen for it—keen! I should say I was! And what makes me<sup>4825</sup> keenest, I believe, is that I know it's satisfactory to Henry McLean." He turned his bright face to his father. "Any little plugging I've done<sup>4850</sup> seems like thirty cents compared to that. You're all peaches to take such an interest, and I thank you a lot. Me, the superintendent of<sup>4875</sup> the Oriel mine! Holy mackerel!" gasped Johnny, and sat down. (4885)

(To be continued next month)

### *A Drill on the Commonest Words*

Submitted by J. Woolley, Whaley Bridge, near  
Stockport, England

Dear Sir:

I will send you on some things very soon but, as the goods you ask me for are not in stock, all we<sup>25</sup> can do is to take our car into the city to-day with the object of getting them from the men who have these in their<sup>60</sup> works.

As soon as I can put my hand upon them it will not be long before they are at your place; so you might<sup>75</sup> let your people know that during next week the first part of this order should come through.

Please write us again if you get no<sup>100</sup> delivery, as our house will make every effort to meet your needs.

Yesterday we did well to bring over many things, though they were so<sup>125</sup> very dear. Such time was well spent, and long before this we had been by the court just to get these very objects.

More than<sup>150</sup> this we cannot do for you until we get more help from our

new man. He will make calls each day upon many firms and<sup>176</sup> will look well after the work there is for him to do.

We might say that two of our party can tell him where most<sup>200</sup> of the other goods you want must be made, although they, being out each night through the year, may not have any love for such<sup>225</sup> a task during the day when they could most help him.

Why has your clerk no wish to see the one who calls for your<sup>250</sup> orders? Has she any real cause for doing so? One would think she would like to see anyone who could help her so much. As<sup>275</sup> the firm under which he serves is out to make your business last throughout the year, then to what can she object and where will<sup>300</sup> she own so true a friend? Under present conditions now is the time to give every attention to those who have your interests at heart,<sup>325</sup> and we trust that when he calls next time he may receive from her a better welcome.

Thanking you for your esteemed order, I remain<sup>350</sup>

Yours truly, (352)

### *Short Stories in Shorthand*

#### A CUT PRICE

The Victim: "Forty cents for that massacre you called a shave? Why, you sliced my face four times into the deal!"

The Victimizer: "Certainly, sir<sup>25</sup>—a dime a slice. This is a cut-rate shop." (35)

#### EASY

Teacher: "Name the seasons."

Pupil: "Pepper, salt, vinegar and mustard." (10)

#### A RIDDLE

"Why is an empty purse always the same?"

"I give up."

"Because you never see any change in it." (19)

#### LEARNING OUR SLANG

"Do Englishmen understand American slang?"

"Some of them do. Why?"

"My daughter is to be married in London, and the earl has cabled me to<sup>25</sup> come across." (27)

#### AHEAD OF SCHEDULE

Doctor: "Hang it all! I made a mistake and gave one of my patients the wrong medicine."

Mrs. D.: "Good heavens! Did it kill him?"<sup>25</sup>

Doctor: "Dash it, no! He's entirely well." (32)

#### FREE AIR

Rastus: "Your honor, ain't the air free?"

Judge: "Of course the air is free."

Rastus: "Well, your honor, that's all I stole, just plain air."<sup>25</sup>

Judge: "But you are charged with stealing an auto tire."

Rastus: "I just took it to wrap up the air." (45)

#### HARD TO EXPLAIN

Typewriter to the pencil said, "Now will you tell me, please, Why, when I have no doors or locks, I have so many keys?"

"We<sup>25</sup> do not know," the pencil said, "It's queer as quadrupeds! But can you tell us why we wear Our rubbers on our heads?" (48)

#### EASY FOR MAINE

North: "Maine has been dry for many, many years."

West: "And why not? It's almost totally surrounded by Canada." (19)



HAVE you given us your new address for the coming school year so that the September magazine can be correctly directed?

If not, do it to-day!

## School and Personal News

(Continued from page 449)

and Mr. Barker will take up their residence in Northern California. We know from the clipping printed in the *Gregg Writer* recently, which was taken from one of the local newspapers at the time of her illness this winter, that there will be many disappointed students when the answer is given to "Has anybody here seen Kelley?" at the opening of Marysville High School's fall term!

△ △ △

Only a few days ago we learned that Mr. Walter H. Mechler, who has been assisting Dean Davis in his work at Boston University, had received official recognition of the faithful and highly efficient service he has been rendering. He has a large department under his supervision and the college is growing rapidly. Mr. Mechler has a large following in New England, and his many friends will be delighted to learn that he has been given a full professorship—Professor of Secretarial Science—at Boston University. Few teachers in the country hold this rank. Indeed, the field is a new one. We congratulate Professor Mechler on this merited recognition, and the field on this happy addition to its professorships.

△ △ △

An interesting acknowledgment of the influence of a good business school upon a community is contained in a recent edition of the *Evening Journal* of Wilmington, Delaware. The *Journal* makes the Beacom College of that city the subject of a worthy editorial. It recites the fine history of the college, dating back twenty-five years, and with pride comments upon the salutary influence of the institution on the business

community of the city not only, but on neighboring cities and states as well. It speaks well for the advancement of commercial education and the high position of the business college in our modern life.

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## Teachers' Certificates

SINCE the last list was published we have awarded Teachers' Certificates to the following candidates:

Emily Frances Russett, Springfield, Mass.  
 Thelma E. Sault, Longmeadow, Mass.  
 Esther G. Sauter, Turners Falls, Mass.  
 Thelma Schoellermann, Spokane, Wash.  
 Miss Zahra E. Shibley, Fairfield, Maine  
 Margaret Sommer, Easthampton, Mass.  
 Lillian R. Stannard, North Wilbraham, Mass.  
 Rena L. Terrell, Tacoma, Wash.  
 Thelma J. Thornton, Longmeadow, Mass.  
 Beatrice Todd, Holyoke, Mass.  
 Adleen E. Tomasi, Springfield, Mass.  
 George A. Vining, Springfield, Mass.  
 Eileen M. Vogel, Tacoma, Wash.  
 Genevieve V. Wedick, Springfield, Mass.  
 Martha A. Weed, Longmeadow, Mass.  
 Emma Wheeler, Springfield, Mass.  
 Mary J. Bartlett, Manchester, N. H.  
 Pearl Bruckman, Shell Lake, Wis.  
 Lucy M. Chesebrough, Stonington, Conn.  
 Grace E. Chesnut, Greeley, Colo.  
 Mrs. Hope M. Cline, Greeley, Colo.  
 Gladys V. Danuser, Arcadia, Wis.  
 Frances Dyer, Goshen, N. Y.  
 Genevieve Gallery, Winona, Minn.  
 E. F. Gardemann, Mt. Pleasant, Utah  
 Mabel Grace, Chillicothe, Mo.  
 Laura A. Guillemette, Manchester, N. H.  
 Margaret M. Haggerty, Webster, Mass.  
 Alline Hall, Dallas, Tex.  
 Anne B. Hall, Passaic, N. J.  
 J. Robert Hamblin, Lyman, Wyo.  
 Amy Clara Jack, Eustis, Nebr.  
 Lillian M. Jackson, Lake City, Minn.  
 Ruth Jaqua, Cedar Rapids, Iowa  
 Louise Margaret Jorgensen, Muskegon, Mich.  
 Alfred Keast, Detroit, Mich.  
 Lorenzo J. Lalonde, Ottawa, Ont., Canada  
 Ella M. Margitan, Lisbon Falls, Maine  
 Ruth Martin, Merrillan, Wis.  
 Mrs. Adela Matteson, Dallas, Tex.  
 Mary L. Navarra, Providence, R. I.  
 Gladys Norman, Denton, Tex.  
 Mrs. Helen Heisterhagen, Oklahoma City, Okla.



